**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Making Meaning of Multiplication and Division Jennifer Asay & Lisa Pixton**  **The Envision Lesson: 4-4** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 4-4 Using Multiplication facts to find Division Facts - Fact Family |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| We will use the spiral review found in 4-4 and the M-cap probes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? (Draw arrays on centimeter grid paper to show mult. and division is an inverse relationship or see 74A and 74B for additional examples.) 2. How will you provide multiple opportunities for vocabulary to be used in context?   (Individuals will draw array and then partner share and then give problems to each other) ( To reinforce - Teacher draws arrays and then problem to match one array and then students respond to the matching array) ( Random Call using name sticks – Board Wars)( Encourage real-life connections) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Use counters and create the different arrays for a specific product. Try to put all the number sentences in to arrays that equal that product and then regroup them showing division facts as well like the word map. ( What do you notice about the numbers in these two problems?)*  *Have partners check each other for correctness.*  *Students come to the Doc Camera and show their array and see how many students have the same answer. (What if your groups don’t divide evenly? How could you represent these problems with cubes or grid paper?)*  *The class stands and moves into groups to show a human array of the number of students in the class.*  *Investigations: Joint Usage Master Plan Blended Instruction (Plan1) Topic 4 and Unit 3* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Put a product on the board and different students draw arrays showing different factors that equal that product as well as the inverse operation and write the number sentence under it. Do same activity on small white boards as partners coming up with products and fact families. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  What do you notice about the numbers in these two problems? How did you get that?  How could you represent these problems with cubes or grid paper? Who has a different way?  Draw an example of using the inverse operation and connect it to a real-life situation. Write an example of using the inverse operation and connect it to a real-life situation. Demonstrate an example of using the inverse operation and connect it to a real-life situation. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT Use assessment in topic 4-4.** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use center activities in topic 4-4 | |
| **HOMEWORK online practice homework** | |
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